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JUNIOR — SENIOR HIGH SCHOOL HANDBOOK

SUMMARY OF CHANGES, 1974-75

NOTE: No statement of THE GENERAL OBJECTIVES OF SECONDARY EDUCATION appears in this edition of the handbook. The nature, content and format of the handbook is currently under study with the view to major revision. Revised editions may incorporate further Goal Statements. In the interim, readers are referred to page 1 of the 1973-74 edition for General Goals statements.

- Page 6 — Time changed from Minutes per Week to Hours per Course.
- 8 — Note added re non-mandatory nature of options.
- 9 — Revision in Music Chart for Grade IX.
- 14 — Additional publications available from Guidance Branch.
- 15 — Time changed from Minutes per Week to Hours per Course.
- 16 — New item re Extension Programs in Basic Education.
- 16 — Approval of staff and facilities for certain Industrial Education courses is required annually.
- 27 — Recommendation VI re Board of Industrial Relations guide lines has been added.
- 29 — Revised item relating to Second Languages.
- 30 — New courses noted in Marketing 20 and 30.
- 31 — Revised Music Chart.
- 35 — New statement SPECIAL PROVISIONS FOR MATURE STUDENTS SEEKING CREDITS IN SENIOR HIGH SCHOOL COURSES.
- 37-38 — Extensive changes.
- 39 — Special Cases Committee — Some changes in function.

Guidelines Pertaining to the Operation of Alberta Junior and Senior High Schools

This Handbook is issued under the authority of the Minister of Education
pursuant to Section 12 of The School Act.

ACKNOWLEDGEMENT

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FOREWORD

The Junior-Senior High School Handbook is published by the Department of Education and is intended to serve the following purposes:

1. To provide information to school administrators, teachers, and other interested readers relative to the organization and operation of the secondary school,
2. To communicate guidelines which have proven to be useful in organizing and operating secondary schools.
3. To inform persons who have administrative responsibility within school systems of various regulations or other requirements specified by the Department of Education.

1. JUNIOR HIGH SCHOOL

A. The Place of the Junior High School in Alberta's Education Program

The junior high school whose origins might be traced back to the mid 1930's in Alberta and to the turn of the century in the United States, is designed to fulfill the needs of the early adolescent group. Recognition of certain unique characteristics and interests of the early adolescent child during the early part of this century resulted in widespread experimentation in program and organization. Educators believed that neither the elementary school nor the high school of the day was designed to provide a program suited to the needs of twelve- to fifteen-year old youth. Building on the strengths of the Alberta Intermediate School and the successful ventures with the junior high school in other parts of Canada and the United States, Alberta educators in 1936 recommended the 6-3-3 plan of organization now so familiar to residents of this province. The widespread adoption of this pattern both in our province and elsewhere is at once evidence of the continuing need for the success of the junior high school movement. This is not to suggest that junior high schools as they operated a few years ago can adequately meet the needs of today or that junior high schools of today will be able to meet the needs of tomorrow. Junior high school curricula, methods, and pupil and staff organization must remain under constant review. Newer services which are essential must be added, and alternative procedures deemed more appropriate should be employed. Alberta's junior high schools must be dynamic institutions which build on the educational foundations provided in the elementary school.

Alberta's educational program provides for the educational needs and requirements of children and young people by means of elementary schools, junior high schools, senior high schools and various institutions of higher learning. The functions of the junior high school are more clearly understood when viewed in relation to the functions of the elementary school and the senior high school, to the needs of youth, and to the objectives of secondary education in general. A review of these should facilitate understanding of the specific aims and objectives of the junior high school.

The Elementary School (Grades I-VI)

The elementary school program endeavours to meet the educational requirements of children approximately six to eleven years of age. It lays the basis for the fundamental skills and knowledge, as well as for the development of desirable understandings, attitudes, interest, and traits of character.

The Junior High School (Grades VII-IX)

The junior high school provides for the educational needs of the adolescent child. It must continue the development of the basic skills and learnings acquired in the elementary grades and at the same time it must broaden the experiences of the child in the mental, physical, social and aesthetic areas. The junior high school must provide a transition from a common program in which there are virtually no electives in the elementary grades to one in which there is pupil selection of program and courses. Through varied procedures, such as differentiated programs and nongraded patterns of organization, the junior high school should provide for the diverse interests and capabilities of its students.

The Senior High School (Grades X-XII)

The junior and senior high school grades are often known as the secondary school. Perhaps the fundamental difference between the programs of the junior and senior high school is the degree to which a student may specialize. The general education of the student, begun in the elementary school and advanced in the junior high school, is continued in the senior high school with the added opportunity to specialize in those areas in which he displays ability and interest.

The general objectives of secondary education are based chiefly on the needs of young people. These needs stem from the very nature of the adolescent. The following generalization about the adolescent point out the unique characteristics and needs of this age group.

B. The Nature of the Adolescent

The junior high school pupil is no longer a child yet he is not an adult. He has reached or will soon reach the period of adolescence with all its problems of growing up. In order to assist in the developmental process, the following observations should be of value to those who work with junior high school students.

1. Adolescents do not mature at a uniform rate. Generally, girls develop earlier and are more mature than boys of the same age, not only physically but in their interests. Within each sex there is a lack of uniformity in the whole developmental process. To plan an academic program and to conduct extracurricular activities that will meet the needs and hold interests of those who are at different levels of maturity is a challenging problem for the junior high school.
2. A vital concern of the adolescent is that of being accepted by others of his own age. The gang or group is very important to him. Membership in such a group gives the feeling of belonging, of security, of self-confidence and of being like others. The typical adolescent finds breaking with a friend to be as difficult to accept as parents' disapproval. Identifying with standards and opinions shared by the group usually is a higher priority for the adolescent than is identifying with standards and opinions which his teachers wish him to accept. This situation may be the source of discipline problems in junior high school.
3. Erratic behavior is a characteristic of the pre-adolescent and the adolescent. One day he may seem very responsible and capable, another day he may seem exceedingly selfish. His moods may change quickly, often increasing in intensity as he becomes older. He expects and wants help, yet resents being told what to do.
4. The adolescent is reaching toward adulthood; he wishes to assume the independence of an adult. He feels an increasing need to make decisions and to assume responsibilities. In learning how to be responsible, he will react better to guidance than to domination. He should not be pushed too rapidly, but if responsibility is not offered him when he shows readiness for it, he may remain immature and continue to play the part of a child, irresponsible and self-centered.

5. Most junior high students are concerned about their status. They are interested in discovering their strengths and weaknesses, their interests and aptitudes. Many who seem to lose interest in their school work and do poorly, because it has no real meaning for them at the moment, show surprising alertness and ability when they are given work relating to things that have value to them. Exploratory subjects and individual and group guidance will often release interests and energies which appear to be dormant.
6. The average adolescent is an active person. Interest in team games is high. Some adolescents are awkward and self-conscious; some lack athletic skill and will want to withdraw from active games. However, all are in need of group activities and team play which assist in their physical, social and emotional development.

Because of these unique and varied characteristics, the junior high school student is in need of teachers who understand his pattern of growth. He should be provided with opportunities to discuss himself and his problems. He will appreciate those who guide and encourage him without condemning his failures. The early adolescent needs sympathetic help to face many of the perplexing problems of growing up.

C. Functions of the Junior High School

From the foregoing, the functions of the junior high school may be given as follows:

1. To provide a setting in which the adolescent is understood and one in which he might experience success leading to a positive concept of self and others.
2. To continue the development in the basic skills and knowledge begun in the elementary school and to broaden the educational program to include more opportunities for students to think critically and to draw generalizations.
3. To provide a breadth of curricular offering suited to the interests and needs of twelve- to fifteen-year old youth and to permit, wherever feasible, student selection of educational experience.
4. To provide for the mental, physical and aesthetic needs of students and to develop talents in these areas.
5. To provide opportunities within the curriculum and the extra-curricular program for the development of acceptable social, moral and spiritual values.
6. To help pupils discover special interests and abilities that will enable them to set realistic educational and vocational goals.
7. To prepare the student to live successfully in a changing world.

D. Classification of Subjects in The Junior High School Program

Full details regarding the general objectives and content of certain of the subjects listed are to be found in the Program of Studies and are developed further in the respective curriculum guides.

The subjects for study in the junior high school fall into the three categories that follow:

1. Core Subjects

The compulsory subjects are: Language Arts, Social Studies, Mathematics, Science, and Physical Education and Health.

2. Group A. Options

The Group A options include the cultural and practical arts. These subjects are taken on an elective basis but the range of subjects offered should be based on the human and material resources of the school. Course outlines are **provided** and should be studied carefully.

3. Group B Options

These are the academic electives. The range of subjects offered should be based on the human and material resources of the school. Course outlines are **not provided**.

Special Notes Regarding A & B Options

The chief purpose of these subjects in the junior high school program is to give every pupil an opportunity to explore his own growing interests and abilities in cultural, practical and academic subjects in addition to those taken as compulsory. It is not intended, however, that experiences in these subjects should end in the mere satisfaction of the pupil's curiosity regarding the nature of the courses sampled. It is equally important that the interests of the pupils be carefully cultivated and that special abilities, where they appear, be developed to the maximum. Group A options are exploratory in nature; Group B options are for enrichment.

Reading

All junior high school pupils should be provided with a reading program as an integral part of Language Arts. Teachers in other subject areas must also assume a part of the responsibility in reading instruction. Teachers are directed to the *Secondary School Reading Handbook*, 1969, for suggestions.

Some of the underlying reasons for the importance of reading are:

- a. Reading is a highly complex skill. The junior high school must take responsibility for the development of the higher thought processes.
- b. Each content subject presents reading problems specific to itself. Reading skills peculiar to each subject area in relation to the total reading program must be the responsibility of the subject matter teacher.
- c. Individual differences in reading competence will always be evident.

Structure of the Program

The time allotment in hours per course shall fall within the limits below. Core subjects are compulsory for all students.

Core Subjects

	Hours per Course
Language Arts	150 - 230
Mathematics	100 - 115
Physical Education and Health	75 - 115
Science	100 - 115
Social Studies	100 - 130

Note 1

A minimum of 25 hours of the total time allotted for instruction shall be devoted to Group Guidance at the Grade IX level. In Grades VII and VIII Group Guidance may be given at the discretion of the local school authorities.

Note 2

The Health course may be concentrated in a single year of the junior high school program.

Note 3

In schools utilizing a language other than English as the language of instruction, time allotments for language arts and second languages may be combined and apportioned for the development of an appropriate program in each language.

Group A Options (Cultural and Practical Arts) Course outlines are provided.

The time allotment for each option ranges from 75 to 115 hours.

Agriculture	Latin
Art	Music (General)
Drama	Music (Choral)
French	Music (Instrumental)
German	Typewriting
Home Economics	Ukrainian
Industrial Arts	

Group B Options (Academic Electives) Course outlines are not provided.

The total time allotment for each option ranges from 50 to 115 hours.

Note 1

The academic electives in Mathematics, Science, Language Arts, Social Studies, Physical Education and Health, and Languages other than English, have no provincially prescribed course outlines. It is anticipated that schools

or school districts will structure the courses so that the topics investigated do not substantially overlap the topics investigated in Junior High core courses or Senior High courses.

Note 2

Science may be a general course or may concentrate on one aspect of the course such as:

- | | |
|-----------|------------------|
| Astronomy | Geology |
| Biology | Physical Science |

Note 3

Language Arts may be a general course or may concentrate on one aspect of the course such as:

- | | |
|------------------|------------------------------|
| Creative Writing | Oral Skills including Public |
| | Speaking and Debate |
| Literature | Reading |

Note 4

Social Studies may be a general course or may concentrate on one aspect of the course such as:

- | | |
|-----------------------|-----------------|
| Community Economics | History |
| Community Resources | Psychology |
| Comparative Religions | Social Problems |
| Economics | Sociology |
| Geography | |

Note 5

Physical Education and Health may be a general course or may concentrate on one aspect of the course such as:

- | | |
|----------------|-------------------|
| Drug Education | Outdoor Education |
| Fitness | |

Note 6

Courses in languages other than English may be developmental for purposes of improving basic communication skills through a variety of creative and expressive experiences. However, courses may also emphasize other aspects of language such as:

- | | |
|---------------------|---------------------|
| Phonology | Language Structure |
| Creative Speech | Comparative and/or |
| | General Linguistics |
| History of Language | Culture |

Information Regarding Options

It is hoped that most systems will seek to offer "option" programs outlined below. However, where there are concerns arising from conditions of resources of personnel and materials, and time considerations, it should be pointed out that the recommendations are strongly encouraged but not mandatory.

Guidelines which may be useful in the development of programs for Junior "B" options will be found in the June 1973 issue of The Curriculum Bulletin.

1. Each year the student should select one of the following programs in addition to core subjects:
 - a. Four options from Group A.
 - b. Three options from Group A and one from Group B.
 - c. Two options from Group A and two from Group B.
 - d. One option from Group A and three from Group B.
2. The content of the options may be adapted to the interests of the pupil, the needs of the community and the special abilities of the teacher. Furthermore, for the purpose of individualizing a student's program some pupils may, in addition to their choice of options, elect as enrichment to pursue in depth some specific aspects of their chosen options.
3. Independent study by pupils should be encouraged. Such study may be carried out within the time limit allotted to subject areas, under the directions of the instructors responsible for those areas.
4. **Choice of options from the range offered should be made by the pupil.** Guidance should be made available to him for this choice. In general, selection of Group B options should be made on the basis of strength rather than weakness.

Standing in Music

In every junior high school a special effort should be made by the teacher to determine what students, if any, are taking music by private study and possess certificates entitling them to standing in Grade IX Music. It will be permissible for a teacher or principal to exempt any or all of such students from one Grade IX Option in order that some relief may be extended to them to compensate for the several hours spent in private study each week in addition to their regular school work.

In each case, certificates issued for the grade specified, by the examining boards included in the chart of page 30 should be accepted by the local school principal as the equivalent of full Grade IX standing in Music.

Promotions and Examinations

Placement of pupils within the junior high school and promotion to Grade X will be determined by the principal of the junior high school, subject to the policies of the local administration and those of the Department of Education.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

	WESTERN BOARD OF MUSIC					ROYAL CONSERVATORY — TORONTO			MOUNT ROYAL COLLEGE — CALGARY		
	Recorder or Singing*	Violin Viola Cello	Flute Clarinet Trumpet Sax, etc.	Piano	Organ	Piano or Violin + other strings or Accordion or Guitar	Singing*	Trumpet or Clarinet or Wind Instrument	Singing*	Piano or Violin	Flute, Trumpet, Clarinet, Sax, etc.
Grade IX	Gr. II + Theory I	Gr. V + Theory I	Gr. I + Theory I	Gr. V + Theory I	-	Gr. V + Prelim. Rudiments	Gr. IV (no theory)	-	Gr. II + Prelim. Theory	Gr. V + Prelim. Th.	Gr. V + Prelim. Th.

* Grade V and Preliminary Rudiments (Toronto) were effective January 1968.

Provisions for the Western Board and Mount Royal College were effective January 1973.

E. GUIDANCE IN THE JUNIOR HIGH SCHOOL

Relationship to Guidance to the Junior High School Program

Guidance is designed to assist children to understand and accept themselves and, on the basis of that understanding and acceptance, to plan their lives intelligently and independently to make wise choices among the various courses of action open to them. Though this assistance will be concerned to a large extent with obtaining a satisfactory solution to educational problems, it should encourage proper appreciation of the need for good physical, emotional, moral and social growth.

The junior high school must concern itself with the solution of problems encountered by children in their early adolescent years. With proper appreciation by teachers of students' needs the school should be able to provide the kind of guidance that encourages sound growth.

Objectives of a Guidance Service

The junior high school, in attempting to meet specific needs of children, should state its objectives as simply as possible, e.g., the following may be considered as useful applications of this service.

1. To assist pupils entering the junior high school to become adjusted to their new school situation.
The transition from elementary to junior high school may present considerable difficulty to children.
 - a. It is important to recognize that children are approaching adolescence.
 - b. They are faced with wider curricula choices.
 - c. They are confronted with the problem of learning to adjust to a greater number of teachers.
 - d. More emphasis is placed upon the student to accept responsibility.

Attention must be paid to satisfactory orientation to the different types of school situations. Counsellors, where available, should assist teachers in providing this worthwhile orientation phase for the student.

2. To assist pupils in planning their programs:

a. From Elementary to Junior High School

Liaison between junior high schools and elementary schools regarding choice by students of electives is essential. Counsellors can assist administrators in bringing to the elementary school knowledge of courses offered so as to enable students to make wiser choices. By means of group guidance and individual interviews students should be encouraged to plan their programs in terms of their interests and abilities with due attention to the possible use that they expect to make of their education.

b. From Junior to Senior High School

Students in the junior high school should be made aware of the educational opportunities available at the senior high school level. Counsellors and administrators should acquaint themselves with all the programs offered by the senior high schools in their area.

3. To assist pupils in achieving success in school.

The thoughtful teacher is always aware of the effects that success or failure may have upon the developing personality of the student. Proper observation of sound mental health rules and maintenance of a classroom atmosphere that is in agreement with these principles will do much to prevent a situation developing that is not conducive to good growth. Awareness of subject difficulties should be recognized as early as possible and steps should be taken to assist the student in overcoming them.

4. To assist pupils in the solution of personal, social, and emotional problems.

In his personal and social relationships the child may face difficulties which produce emotional crises. An appreciation of the needs of the individual student is important. Children must possess a feeling of security within themselves which often is gained by satisfactory achievement in tasks of which they are capable. Therefore, the counsellor together with the teachers and parents should be prepared to share information leading to a satisfactory solution of problems which students may be facing. When problems arise which are beyond the training and experience of school personnel, assistance of other supporting agencies in the community should be sought.

5. To help teachers provide a better learning atmosphere.

The guidance personnel can be looked upon as resource people to provide assistance to administrators and classroom teachers in such things as:

- a. arranging case conferences
- b. assigning pupils to classes
- c. providing group counselling
- d. interviewing parents
- e. providing information about group dynamics

6. To provide necessary guidance to pupils entering the senior high school in their school work and in their consideration of possible career choice.

Individual and group guidance through such media as guidance courses, interest groups and counselling periods will provide opportunities for adequate pre-planning of courses for further training at the senior high school level and beyond. Selected standardized tests can help to point out direction to a student. For example, interest inventories provide useful information but the limitations of such tests should be recognized. When tests are used with discretion the student can be better assisted to make a reasonably wise choice of subsequent courses. Care should be taken to avoid too much in the way of prescription and regulation. In addition to standardized test scores, the record of student achievement and the judgments of teachers and parents should be taken into consideration in assisting pupils to make career choices.

7. To provide information for vocational guidance and placement.

Since students are remaining in school longer, since varied programs are becoming accessible in junior high school, and since sociologists predict

that job obsolescence necessitates retraining twice or more for careers during a lifetime, vocational guidance has become of major importance. Provision is, therefore, made in the guidance courses at different grade levels for the introduction of material dealing with the occupational world. Because this is often a topic for group guidance, the school should arrange some means for gathering current information about the world of work and trends in employment. All junior high schools should develop a library of occupational information from materials available from many sources (Junior high schools will be placed on the mailing list upon request and thus receive current information about employment trends.)

Guidance Is a Joint Responsibility of the Home and the School

Parents

The home should exercise the greatest amount of influence upon the development of the child; the school must always recognize that close co-operation with the home is highly desirable. Certainly every care must be taken to see that undue pressures are not brought to bear upon the child because the aims of the school and the aims of the home come into conflict. In many school classes, the children come from homes which vary widely not only as to social and economic status, but also as to rules which govern the actions of members of the family. Accordingly, the teacher, the counsellor and other school officials will need to exercise sound judgment in offering guidance to the child. The school should endeavour to work closely with the home in helping the student solve problems which he encounters in his school experiences.

Home Room Teacher

Through daily contact with pupils, the home room teacher occupies a strategic position with respect to guidance. Class activities offer an excellent medium for assisting pupils in discovering their assets. Furthermore, the home room teacher is the sponsor of many extracurricular activities which offer training and exploratory opportunities for pupils. Daily observation permits him to study the attitudes and special abilities that each individual possesses. For assistance with his problems, the pupil frequently calls upon the teacher. By his manner and attitude, the teacher can develop a classroom atmosphere that aids pupils in their general academic and social growth.

The home room teacher co-operating with the counsellor should accept responsibility for assisting in the gathering and assembling of information which will be of assistance in guiding the student. They should encourage students to appreciate the vocational implications of the various subject fields and in so doing make clear to the students the advantages to be gained from successful accomplishment. The home room teacher is in the best position to know his pupils. His co-operation and willingness to provide information are very valuable to both the principal and the counsellor.

Principal

Sympathetic appreciation of the aims of the guidance program and willingness to co-operate in providing both time and opportunity are among the important contributions that can be made by the principal. His support and encouragement will do much to develop the kind of school atmosphere in which students can achieve to the fullest. Where a counsellor is available,

the principal should see that his counselling and other guidance services are an integral part of the school program. These should be placed on the daily schedule in order to be carried out successfully. Adequate office space, equipment and materials for the counsellor are essential.

The encouragement that the principal gives to the staff members in carrying out their respective guidance functions cannot be supplied by another person in the school. Success or failure of guidance services can depend to a significant extent on the quality of leadership that principals are prepared to give.

Counsellor and Other Specialists

Where the help of a counsellor is available the principal will rely to a large extent upon him for the success of the guidance services. The counsellor's ability to weave them into the total program of the school will materially affect the nature of the program. It must be appreciated that the guidance program, if separated from the school program as a whole, loses much of its value.

The counsellor must be prepared to give the kind of leadership that is necessary in encouraging other teachers to accept specific guidance responsibilities. He should appreciate the value of specialized training in assisting him to use guidance techniques and methods.

Other specialists who can assist in the development and extension of a guidance program are school psychologists, psychometrists, visiting teachers, medical authorities, social workers, and guidance staff.

Guidance Methods and Instruments

Interviews

The counselling interview is the heart of the guidance program. The purpose of the interview is to reduce other concerns that interfere with good learning. Teachers might well find that the most effective use of pupil time would be to refer the student to the counsellor for an interview.

Further information about the interview may be obtained from any standard reference book on guidance.

Report Cards

One use that should be made of the information the school gathers on the progress of students is in the preparation of periodical reports to parents. Common practice suggests that these should be issued four times during the school year. They provide the opportunity for teacher and student to discuss generally the nature of the progress that the pupil is making and can be used constructively to examine reasons for lack of progress and the methods by which present difficulties can be lessened. They also serve to increase understanding between teachers and parents.

Some school systems are supplementing and to a certain extent replacing report cards by teacher-parent conferences at which time the child's progress is discussed in terms of academic capacity and general adaptability to the school situation. Closer liaison between teacher and parent by means of telephone and personal interview should be maintained.

Cumulative Records

The function of the cumulative record is to gather pertinent information that may be of help to teachers, counsellors and other school personnel as the students progress from Grades I to XII. It is very important that the teachers make professional use of the cumulative records early in the term in order to gain knowledge of their pupils by developing an understanding of their needs, abilities and backgrounds.

It cannot be too strongly emphasized that the information on the cumulative record is to be considered **confidential**, and that it is to be gathered in an unobtrusive manner which could not possibly embarrass the pupil. The data on each pupil should be collected individually through private interview or by the completion of an information blank. Intelligence level and other ability ratings should be used carefully. The whole purpose of cumulative records can be defeated if discretion is not observed.

The tendency to keep these records in the office of the principal or counsellor is satisfactory providing that authorized persons have access to them. In some schools a summary of significant pupil data is given to teachers for all pupils in their classes, with the suggestion that they consult the office records frequently for further information.

An "Alberta Cumulative Guidance Folder" and a "Handbook for the Cumulative Guidance Folder" are available to school jurisdictions from the Counselling and Guidance Branch. In addition, Guidance Folders as well as envelopes and inserts for the folders are available at low cost from the Printing & Stationery Branch of the department.

Tests and Profiles

The school is interested in gathering statistical information about the child so that it can aid him in meeting his difficulties. Educational authorities have developed standardized tests for the purpose of obtaining such information and have attempted to make such tests valid and reliable. However, there is sometimes a tendency to place too great a predictive value upon results, and care should be taken to see that the limitations of tests are recognized. Tests can be and are very helpful, providing other pertinent factors are considered.

A few suggestions upon which to build a testing program are offered below:

1. Tests should supplement other available data about the pupil. As suggested earlier, the test results are but one of the factors that must be considered in attempting to evaluate the pupil and his progress.
2. Co-operative planning is essential. The entire program should be based upon the results of study to determine the need for information and should include the use of test results in attacking instructional and guidance problems. Accordingly, pupils should be included in the planning in order to ensure their full co-operation. They should understand that the purpose of tests is to effect adequate motivation.

A publication "A Rationale and Proposals for Standardized Testing in Alberta Schools" is available from the Counselling and Guidance Branch of the department. This Branch also has a library of Psychological Standardized Tests and Specimen sets which are available for perusal by school authorities.

2. SENIOR HIGH SCHOOL

A. ORGANIZATION OF SENIOR HIGH SCHOOL PROGRAMS

1. Definitions of High Schools

A standard instruction-time high school is one in which there are one or more high school teachers per grade.

A small high school is one in which the ratio of high school teachers to high school grades is less than one. (See page 18 for regulations governing small high schools.)

2. Numbering Systems of High School Courses

All courses are numbered in decades. Numbers 10-19 are for Grade X courses, numbers 20-29 for Grade XI courses, and numbers 30-39 for Grade XII courses.

EXAMPLE:

Grade X	Grade XI	Grade XII
English 10	Social Studies 20	Typewriting 30
Science 11	Drama 20	French 31
Beauty Culture 12	Music 21	Latin 30

3. The Length of the High School Program

A pupil may complete the high school program in three years by obtaining about 35 credits per year. The total required for a high school diploma is 100 credits. See page 32 for detailed diploma requirements.

Flexibility is achieved in the following ways:

- Instruction time per course is stipulated only in terms of total hours per course.
- Some courses have variable credit value. For example, P.E. 10 may be offered for 2, 3, 4, or 5 credits.
- Half courses are allowed. A "half course" is any three-credit course taught every day for half a year or the equivalent of every other day for a full year, i.e., 3 credits are available for a course receiving instruction time equivalent to $2\frac{1}{2}$ credits.

4. Time — Credit Relationship

Regardless of whether a school is organized on a quarter, semester, trimester or 10-month basis for instructional purposes, it is required that a total of at least 25 hours per credit be assigned for purposes of instruction, examinations, and other activities directly related to the course for which credit is to be granted. Thus a 5-credit course, would be assigned a minimum of 125 hours; a 3-credit course, a minimum of 75 hours unless it was offered as a "half course" in which case, the minimum would be 65 hours.

A school may provide more than minimum time for any course.

5. Summer Schools — Senior High School Level

School authorities (public or private) may organize summer schools for senior high school students under regulations of the Department of Education. Copies of these regulations may be secured from the Department of Education upon request. Summer school instruction is also available from the Alberta Correspondence School to students who are unable to obtain the required subjects at their local summer school.

6. Extension Programs in Basic Education

Regulations governing extension programs in basic education may be obtained upon application to the Director of Special Educational Services, Department of Education, Edmonton.

7. Correspondence School

To students who are enrolled in a high school but are unable to arrange for classroom instruction in certain high school subjects, the Alberta Correspondence School of the Department of Education offers correspondence courses, both during the regular instructional year and in a special summer school program. Such students are required to obtain their own textbooks.

Credits for correspondence courses should be included in the student's total credit load for the instructional year.

The principal is urged to assist the student in selecting suitable courses or, if he is unable to do so personally, to ask the vice-principal, counsellor, or another qualified teacher to give such assistance to the student. The principal, or the teacher to whom the supervisory task is delegated, should sign the student's application, indicating official approval. The student will consult with the designated supervisor concerning study time and arrangements for writing final tests. At appropriate times during the school year, bulletins giving suggestions and explaining policy will be sent to the schools.

Information concerning fees and other enrolment regulations may be obtained from the Director, Alberta Correspondence School, Department of Education, Edmonton.

8. For Special Arrangements

All matters pertaining to school programs which in any way depart from usual procedures should be discussed with the Coordinator of the Regional Office concerned. In connection with problems arising from small enrolments, principals of standard instruction-time schools may wish to consider using suggested procedures outlined in the section on the small high school (pages 18 to 20).

9. Industrial Education

The staff and facilities used for teaching industrial education courses at the 22-25 and the 32-35 levels must be approved annually by the High School Inspector of Industrial Education.

10. Business Education

Schools wishing to offer Business Machines 22 and Merchandising 30 for the first time must submit a written request to the High School Inspector of Business Education prior to September 1 (see page 30).

The teaching of Computing Science 30 is dependent upon the availability of computer time and equipment to prepare input (programs and data). Before proceeding to offer this course, application should be made to the High School Inspector of Business Education, Department of Education, indicating that:

- a. A qualified teacher is on staff to teach the course.
- b. Equipment needed to prepare student programs and data is available.
- c. Computer time is available. A copy of the guidelines relative to requirements for offering Computer Science 30 may be obtained from the Curriculum Branch.

B. SMALL HIGH SCHOOLS

1. Definition of a Small High School

A small high school is one in which the ratio of high school teachers to high school grades is less than one. This definition includes all schools of less-than-standard instruction time.

2. Designation of Small High Schools

The above definition includes:

a. Category Description

1. One teacher for Grade VII-IX, and in addition some high school credits.

b. Category

- 1a. One Teacher for Grade IX-X inclusive.
- 1b. One Teacher for Grades X-XI inclusive.
- 2a. Two Teachers for Grades IX-XII inclusive.
- 2b. Two Teachers for Grades X-XII inclusive.
- 3a. Three Teachers for Grade IX-XII inclusive.

3. Objectives of this Part of the Handbook

The procedures described hereunder are designed to reduce in some measure the program limitations of the small high school by:

- a. increasing the instruction time for each course.
- b. increasing the number of credits that may be obtained by the students in any small high school, and thus providing greater opportunities to complete their high school programs in three years.
- c. improving teaching and learning conditions by reducing the number of classes which must be taught daily.
- d. making possible the offering of a wider program.

4. Guiding Principles for Organization of the Program

- a. The first demands upon instruction time in any small high school should be to provide complete programs (at least 35 credits) in Grades X and XI, or 18 credits per semester in Grades X and XI.
- b. Grade X and XI programs should be planned in such a manner as to prepare both matriculation students and non-matriculation students to complete high school in three years, locally or elsewhere, or by using correspondence courses in Grade XII as required.
- c. Where Grade XII is taught, English 30 should be the nucleus of the yearly program, inasmuch as it satisfies both matriculation and non-matriculation requirements.

SENIOR HIGH SCHOOL COURSES

1974 - 1975

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SENIOR HIGH SCHOOL COURSES 1974 - 75

The number in brackets after each subject indicates its credit value. A course shown immediately to the left of any Grade XI or XII course is its normal prerequisite (for Vocational Education see footnote below *). Other prerequisites are indicated by means of brackets.

The number preceding each course name indicates the course code used by the Department.

GRADE X

GRADE XI

GRADE XII

LANGUAGE ARTS

1100 English 10 ----- (5)	$\left\{ \begin{array}{l} 2100 \text{ English 20 ----- (5)} \\ \text{or} \\ 2115 \text{ English 23 ----- (5)} \\ \text{or} \\ 2141 \text{ Communications 21a (3)} \\ \text{or} \\ 2142 \text{ Communications 21b (3)} \\ \text{or} \\ 2143 \text{ Literature 21a ---- (3)} \\ \text{or} \\ 2144 \text{ Literature 21b ---- (3)} \end{array} \right\}$	
or		
1115 English 13 ----- (5)		
		3100 English 30 ----- (5)
		or
		3115 English 33 ----- (5)
1145 Reading 10 ----- (3) (5)		
1312 Langue et Litterature 10 ---- (5)	2312 Langue et Litterature 20 -- (5)	3312 Langue et Litterature 30 ----- (5)

SECOND LANGUAGES

1300 French 10 ----- (5)	$\left\{ \begin{array}{l} 2300 \text{ French 20 ----- (5)} \\ 1310 \text{ French 11 ----- (5)} \end{array} \right\}$	3300 French 30 ----- (5)
or		
1310 French 11 ----- (5)		
1310 French 11 ----- (5)	2310 French 21 ----- (5)	3300 French 30 ----- (5)
		3310 French 31 ----- (5)
1315 German 10 ----- (5)	2315 German 20 ----- (5)	3315 German 30 ----- (5)
		3317 German 31 ----- (5)
1325 Latin 10 ----- (5)	2325 Latin 20 ----- (5)	3325 Latin 30 ----- (5)
1355 Ukrainian 10 ----- (5)	2355 Ukrainian 20 ----- (5)	3355 Ukrainian 30 ----- (5)
		3365 Ukrainian 31 ----- (5)

* For specific description of introductory and sequential Vocational courses see *Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators*.

MATHEMATICS

1200	Mathematics 10	----- (5)	2200	Mathematics 20	---- (5)	{ 3200	Mathematics 30	----- (5)
						{ 3211	Mathematics 31	----- (5)
1216	Mathematics 13	----- (5)	2216	Mathematics 23	---- (5)	3216	Mathematics 33	----- (5)
1225	Mathematics 15*	----- (5)	2225	Mathematics 25*	--- (5)			

SCIENCE

1230	Biology 10	----- (3)	2230	Biology 20	----- (3)	3230	Biology 30	----- (5)
1240	Chemistry 10	----- (3)	2240	Chemistry 20	----- (3)	{ 3240	Chemistry 30	----- (5)
						{ 3245	Chemistry 30X (Chem. Study)	----- (5)
1260	Physics 10	----- (3)	{ 2260	Physics 20	----- (3)	{ 3260	Physics 30	----- (5)
			or			{ 3265	Physics 30X (PSSC)	--- (5)
			2275	Physics 22	----- (3)	{ 3275	Physics 32	----- (5)
1280	Science 11	----- (3) (5)						
1800	Agriculture 10†	- (4) (5)	2800	Agriculture 20†	----- (8) (10)	3800	Agriculture 30†	----- (5) (10) (15)

SOCIAL SCIENCES

1150	Social Studies 10	--- (5)	2150	Social Studies 20	- (5)	3150	Social Studies 30	---- (5)
			2165	Geography 20	-- (3) (5)			
			2170	Psychology 20	----- (3) (4) (5)			
			2175	Sociology 20	----- (3) (4) (5)			
						3180	Economics 30	----- (5)

* Although Mathematics 15 and 25 are numbered as locally developed courses, curriculum outlines are available from the Department . Special permission to offer these courses for credit is NOT required.

† No provincial curriculum outlines are available for Agriculture 10, 20 and 30. In practice these may be developed as extensions of the Grade IX Agriculture program. NOTE: This course is NOT acceptable for meeting the High School Diploma science requirement.

PERSONAL DEVELOPMENT

1450 Driver Education 10 - (2)

1415 Health and Personal Dev.
10 ---- (2) (3) (4) (5)

1435 Occupations 10 -- (2) (3)

1445 Physical Education
10 ---- (2) (3) (4) (5)

2445 Physical Education
20 -- (2) (3) (4) (5)

3445 Physical Education
30 ----- (5)

FINE ARTS

1400 Art 10 ----- (3) (4) (5)	}	2400 Art 20 ---- (3) (4) (5)	3400 Art 30 ----- (5)	
		2405 Art 21 ---- (3) (4) (5)	3405 Art 31 ----- (5)	
1410 Drama 10 ---- (3) (4) (5)		2410 Drama 20 -- (3) (4) (5)	3410 Drama 30 ----- (5)	
1420 Music 10 ---- (3) (4) (5)	}	2420 Music 20 -- (3) (4) (5)	3420 Music 30 ----- (5)	
1425 Music 11 ---- (3) (4) (5)			2425 Music 21 -- (3) (4) (5)	3425 Music 31 ----- (5)
1426 Music 12 ---- (3) (4) (5)				

HOME ECONOMICS

1601 Clothing and Textiles 10 ----- (4) (5)	2601 Clothing and Textiles 20 ----- (4) (5)	3601 Clothing and Textiles 30 ----- (5)
1611 Food Science 10 - (4) (5)	2611 Food Science 20 (4) (5)	3611 Food Science 30 ----- (5)
1621 Modern Living 10 (4) (5)	2621 Modern Living 20 ----- (4) (5)	3621 Modern Living 30 ----- (5)

INDUSTRIAL EDUCATION*

General Courses

1726 General Technology 10 ----- (4) (5)	2726 General Technology 20 ----- (4) (5)	3726 General Technology 30 - (5)
1741 Materials 10 ---- (4) (5)	2741 Materials 20 -- (4) (5)	3741 Materials 30 ----- (5)

* General Technology 10 may be used as a prerequisite for entry to the "22" or "25" series of courses provided that the unit leading to "22" or "25" is composed of a minimum of 65 hours of instruction.

For specific description of introductory and sequential courses see *Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators*, or the appropriate curriculum guide.

INDUSTRIAL EDUCATION (continued)

Career Fields

a) Visual Communications

	2736 Visual Communications 20 ----- (4) (5)	3736 Visual Communications 30 ----- (5)
	2848 Commercial Art 22A (5)	3848 Commercial Art 32A ---- (5)
	2849 Commercial Art 22B (5)	3849 Commercial Art 32B ---- (5)
*1715 Drafting 10 - (3) (4) (5)	2850 Commercial Art 22C (5)	3850 Commercial Art 32C (5) (10)
*1736 Visual Communications 12 ----- (4) (5)	2904 Graphic Arts 22A -- (5)	3904 Graphic Arts 32A ----- (5)
1864 Drafting 12 ----- (5)	2905 Graphic Arts 22B -- (5)	3905 Graphic Arts 32B ----- (5)
	2906 Graphic Arts 22C -- (5)	3906 Graphic Arts 32C - (5) (10)
	2715 Drafting 20 (3) (4) (5)	
	2864 Drafting 22A ----- (5)	3864 Drafting 32A ----- (5)
	2865 Drafting 22B ----- (5)	3865 Drafting 32B ----- (5)
	2866 Drafting 22C ----- (5)	3866 Drafting 32C ----- (5) (10)

b) Mechanics

	2746 Mechanics 20 -- (4) (5)	3746 Mechanics 30 ----- (5)
	2804 Aircraft Maintenance 22A ----- (5)	3804 Aircraft Maintenance 32A ----- (5)
	2805 Aircraft Maintenance 22B ----- (5)	3805 Aircraft Maintenance 32B ----- (5)
	2806 Aircraft Maintenance 22C ----- (5)	3806 Aircraft Maintenance 32C ----- (5) (10)
*1746 Mechanics 12 ---- (4) (5)	2809 Related Mechanics 22A ----- (5)	3809 Related Mechanics 32A ----- (5)
	2810 Related Mechanics 22B ----- (5)	3810 Related Mechanics 32B ----- (5)
	2811 Related Mechanics 22C ----- (5)	3811 Related Mechanics 32C ----- (5) (10)
	2824 Automotives 22A --- (5)	3824 Automotives 32A ----- (5)
	2825 Automotives 22B --- (5)	3825 Automotives 32B ----- (5)
	2826 Automotives 22C --- (5)	3826 Automotives 32C -- (5) (10)
1816 Auto Body 12 ----- (5)	2816 Auto Body 22A ----- (5)	3816 Auto Body 32A ----- (5)
1746 Mechanics 12 ----- (5)	2817 Auto Body 22B ----- (5)	3817 Auto Body 32B ----- (5)
	2818 Auto Body 22C ----- (5)	3818 Auto Body 32C ---- (5) (10)

* The 5-credit course is prerequisite for entry to the "22" or "25" series.

c) Construction and Fabrication

1836	Building Construction 12 -----	(5)	2836	Building Construction 22A -----	(5)	3836	Building Construction 32A -----	(5)
			2837	Building Construction 22B -----	(5)	3837	Building Construction 32B -----	(5)
			2838	Building Construction 22C -----	(5)	3838	Building Construction 32C -----	(5) (10)
1936	Machine Shop 12 -----	(5)	2936	Machine Shop 22A -----	(5)	3936	Machine Shop 32A -----	(5)
			2937	Machine Shop 22B -----	(5)	3937	Machine Shop 32B -----	(5)
			2938	Machine Shop 22C -----	(5)	3938	Machine Shop 32C -	(5) (10)
1949	Piping 12 -----	(5)	2949	Piping 22A -----	(5)	3949	Piping 32A -----	(5)
			2950	Piping 22B -----	(5)	3950	Piping 32B -----	(5)
			2951	Piping 22C -----	(5)	3951	Piping 32C -----	(5) (10)
1968	Sheet Metal 12 -----	(5)	2968	Sheet Metal 22A -----	(5)	3968	Sheet Metal 32A -----	(5)
			2969	Sheet Metal 22B -----	(5)	3969	Sheet Metal 32B -----	(5)
			2970	Sheet Metal 22C -----	(5)	3970	Sheet Metal 32C --	(5) (10)
1980	Welding 12 -----	(5)	2980	Welding 22A -----	(5)	3980	Welding 32A -----	(5)
			2981	Welding 22B -----	(5)	3981	Welding 32B -----	(5)
			2982	Welding 22C -----	(5)	3982	Welding 32C -----	(5) (10)

d) Electricity - Electronics

			2731	Electronics 20 ---	(4) (5)	3731	Electronics 30 -----	(5)
			2880	Electricity-Electronics 22A -----	(5)	3880	Electricity 32A -----	(5)
			2881	Electricity 22B -----	(5)	3881	Electricity 32B -----	(5)
*1731	Electricity-Electronics 12 -----	(4) (5)	2882	Electricity 22C -----	(5)	3882	Electricity 32C --	(5) (10)
			2880	Electricity-Electronics 22A -----	(5)	3888	Electronics 32A -----	(5)
			2889	Electronics 22B -----	(5)	3889	Electronics 32B -----	(5)
			2890	Electronics 22C -----	(5)	3890	Electronics 32C --	(5) (10)

* The 5-credit course is prerequisite for entry to the "22" or "25" series.

e) Personal Services

1832	Beauty Culture 12 --- (5)	2832	Beauty Culture 22A - (5)	3832	Beauty Culture 32A -- (5)
		2833	Beauty Culture 22B - (5)	3833	Beauty Culture 32B -- (5)
		2834	Beauty Culture 22C - (5)	3834	Beauty Culture 32C ----- (5) (10)
				3835	Beauty Culture 32D ----- (5) (10) (15)
1861	Fashions & Fabrics 12 ----- (5)	2861	Fashions & Fabrics 22A ----- (5)	3861	Fashions & Fabrics 32A ----- (5)
		2862	Fashions & Fabrics 22B ----- (5)	3862	Fashions & Fabrics 32B ----- (5)
		2863	Fashions & Fabrics 22C ----- (5)	3863	Fashions & Fabrics 32C ----- (5) (10)
		2896	Food Preparation 22A ----- (5)	3896	Food Preparation 32A ----- (5)
1896	Food Preparation 12 - (5)	2897	Food Preparation 22B ----- (5)	3897	Food Preparation 32B ----- (5)
		2898	Food Preparation 22C ----- (5)	3898	Food Preparation 32C ----- (5) (10)
				3899	Food Preparation 32D ----- (5)
1961	Health Services 12 -- (5)	2961	Health Services 22 - (5)	3961	Health Services 32A - (5)
				3962	Health Services 32B - (5)

f) Performing Arts

		2944	Performing Arts 22A ----- (5)	3944	Performing Arts 32A ----- (5)
		2945	Performing Arts 22B ----- (5)	3945	Performing Arts 32B ----- (5)
		2946	Performing Arts 22C ----- (5)	3946	Performing Arts 32C ----- (5) (10)
1944	Performing Arts 12 -- (5)	2972	Television Crafts 22A ----- (5)	3972	Television Crafts 32A ----- (5)
		2973	Television Crafts 22B ----- (5)	3973	Television Crafts 32B ----- (5)
		2974	Television Crafts 22C ----- (5)	3974	Television Crafts 32C ----- (5) (10)

g) Horticulture

1916	Horticulture 12 ----- (5)	2916	Horticulture 22A --- (5)	3916	Horticulture 32A ---- (5)
		2917	Horticulture 22B --- (5)	3917	Horticulture 32B ---- (5)
		2918	Horticulture 22C --- (5)	3918	Horticulture 32C (5) (10)
1900	Forestry 12 ----- (5)				

BUSINESS EDUCATION

1501	Accounting 10 -----	(3)	2501	Accounting 20 -----	(3)	3500	Accounting 30 -----	(5)
1537	Business Foundations 10 -----	(3) (5)						
						3537	Business Foundations 30 -----	(5)
						3510	Business Machines 30	(5)
			2525	Clerical Practice 20 -----	(5)			
						3526	Computing Science 30 -----	(5)
			2528	Data Processing 20 -----	(3) (5)			
			2430	Law 20 -----	(3) (5)			
			2540	Marketing 20 -----	(5)	3540	Marketing 30 -----	(5)
1550	Record Keeping 10 -----	(3) (5)						
1565	Typewriting 10 --	(3) (5)	2565	Typewriting 20 ----	(5)	3565	Typewriting 30 ----	(5)
1565	Typewriting 10 --	(3) (5)	2555	Shorthand 20 -----	(5)	3545	Office Practice 30 -	(5)
1565	Typewriting 10 --	(3) (5)		----->		3555	Shorthand 30 -----	(5)
						3560	Shorthand 31 -----	(5)

OTHER INSTRUCTION

1999	Special Projects 10 -----	(3) (5)	2999	Special Projects 20 -----	(3) (5)	3999	Special Projects 30 -----	(5)
			2998	Work Experience 25	(5)	3998	Work Experience 35 -	(5)

COURSES OFFERED UNDER SPECIAL CIRCUMSTANCES OR IN DESIGNATED SCHOOLS*

1220	Mathematics 14 -----	(5)			
1255	Geology 10 -----	(5)	2255	Geology 20 -----	(5)
1285	Science 14 -----	(5)			
1290	Science 15 -----	(5)			

* NOTE: Only schools or school systems for which approval has been granted to offer particular courses from among those listed may recommend the awarding of Department of Education credit for those courses.

COURSES OFFERED UNDER SPECIAL CIRCUMSTANCES OR IN DESIGNATED SCHOOLS (continued)

1321 Hungarian 15 ----- (5)	2321 Hungarian 25 ----- (5)	3321 Hungarian 35 ----- (5)
1323 Italian 15 ----- (5)	2323 Italian 25 ----- (5)	3323 Italian 35 ----- (5)
1332 Polish 15 ----- (5)	2332 Polish 25 ----- (5)	3332 Polish 35 ----- (5)
1335 Russian 15 ----- (5)	2335 Russian 25 ----- (5)	3335 Russian 35 ----- (5)
1480 Aspects of Living 15 (5)		
1470 Humanities 15 ----- (5)		
1437 Perspectives for Living 15 ----- (3) (5)		
1460 Religious Studies 15 (3)		
	2460 Religious Studies 25 ----- (3)	
		3460 Religious Studies 35 (3)
		3540 Merchandising 30† -- (5)
1812 Appliance Servicing 12 ----- (5) (10)	2812 Appliance Servicing 22 ----- (10) (15)	3812 Appliance Servicing 32 ----- (15) (20)
1842 Building Maintenance 12 ----- (5) (10)	2842 Building Maintenance 22 ----- (10) (15)	3842 Building Maintenance 32 ----- (15) (20)
1876 Dry Cleaning 12 (5) (10)	2876 Dry Cleaning 22 -- (15)	3876 Dry Cleaning 32 ----- (15) (20)
1912 Heavy Duty Repair 12 (5)	2912 Heavy Duty Repair 22 ----- (10)	
1920 Industrial Chemistry 12 ----- (5) (10)	2920 Industrial Chemistry 22 ----- (10) (15)	3920 Industrial Chemistry 32 ----- (15) (20)
1940 Mining 12 ----- (5)	2940 Mining 22 ----- (10)	
	2515 Business Machines 22 ----- (3) (5)	
1820 Auto Body 15 --- (5) (10)	2820 Auto Body 25 ----- (10) (15)	3820 Auto Body 35 ----- (15) (20)
1828 Automotives 15 - (5) (10)	2828 Automotives 25 ----- (10) (15)	3828 Automotives 35 ----- (15) (20)
1840 Building Construction 15 ----- (5) (10)	2840 Building Construction 25 ----- (10) (15)	3840 Building Construction 35 ----- (15) (20)
1844 Carpentry 15 --- (5) (10)	2844 Carpentry 25 ----- (15)	3844 Carpentry 35 - (15) (20)
1852 Commercial Art 15 ----- (5) (10)	2852 Commercial Art 25 ----- (10) (15)	3852 Commercial Art 35 ----- (15) (20)

† Merchandising 20 is prerequisite to Merchandising 30

			3715 Drafting 34 ----- (5)
	2868 Drafting 25 - (10) (15)	3868 Drafting 35 ----- (15)	
1884 Electricity 15 - (5) (10)	2884 Electricity 25 ----- (10) (15)	3884 Electricity 35 ----- (15) (20)	
1956 Plastics 15 ---- (5) (10)	2956 Plastics 25 ----- (15)	3956 Plastics 35 -- (15) (20)	
1964 Sewing & Design 15 -- (10)	2964 Sewing & Design 25 ----- (15)	3964 Sewing & Design 35 ----- (15) (20)	
1984 Welding 15 ----- (5) (10)	2984 Welding 25 -(10) (15)	3984 Welding 35 --- (15) (20)	
1822 Service Station Operation and Management 15 ----- (5) (10)	2822 Service Station Operation and Management 25 (15) (20)		
1978 Photography 15 --- (5) (10)	2978 Photography 25 - (5) (10)		
1814 Automotive Parts Merchandising 15 (5) (10)	2814 Automotive Parts Merchandising 25 ----- (15) (20)		
1846 Painting & Decorating 15 ----- (5) (10)	2846 Painting & Decorating 25 ----- (5) (10)		

COURSES AVAILABLE FOR 1974 - 75 ONLY (To be discontinued in August, 1975)

2540 Merchandising 20 (5)

- d. It is advised that, in small high schools, Industrial Arts courses be selected generally from General Technology 10, 20 and 30.
- e. It is recommended that Home Economics courses be selected from Clothing and Textiles 10, Food Science 10, and Modern Living 10.
- f. Instruction time which remains available should be used for such purposes as the following:
 - (i) To reduce double-programming in order to overcome crowded classes.
 - (ii) To reduce double-programming in order to provide separate instruction for Grade X and XI.
 - (iii) To increase the effectiveness of the school as a whole, through closer scrutiny of pupils' work, additional teaching drill and review, expansion of the testing program, more thorough teacher planning and preparation and more effective guidance generally.
 - (iv) To enrich the program.
- g. Correspondence courses may be used to augment the program.

5. Directions for Scheduling

All subjects which may be taught in a small high school are listed among those appearing on pages I to XI in the colored center insert.

The total enrolment in any course, resulting from combining classes of two grades, may be a factor determining the extent to which the suggested arrangements will be employed. Examples of such arrangements are:

- a. It is recommended that the minimum period scheduled for industrial arts and home economics courses be 80 minutes in length.
- b. Any two sequent courses may be taught in the same period.
- c. When any two sequent courses are taught in the same period of time an attempt should be made to provide more than minimum instruction time.
- d. To assure the fullest possible program in every year of high school, the non-academic courses should be alternated over a two-(or even three-) year period.
- e. Grade XII diploma students who are taking English 30 or English 33 should take two additional Grade XII courses for at least 5 credits each, together with enough Grade X and XI courses to enable them to receive 100 credits in three years.

6. Minimum Instruction Time

The minimum number of minutes instruction time for small high schools, and the proportion of the total instruction time to be devoted to Grade IX, should be as follows:

Category of School	Description of School	Total Instruction Time Per Credit (minimum)
1a	1 room Grades IX-X Incl.	18 hours
1b	1 room Grades X-XI Inc.	20 hours
2a	2 rooms Grades IX-XI or IX-XII	20 hours
2b	2 rooms Grades X-XII	20 hours
3a	3 rooms Grades IX-XII Inc.	20 hours

C. SUGGESTIONS FOR STUDENT PROGRAMMING

N.B. Certain courses are obligatory for the High School Diploma. Some Grade X courses are normal prerequisites for more advanced high school units. All students should become familiar with the guidelines in Grade X in order to avoid possible difficulties in the later high school years.

Please note that minimum and maximum credits for which students are enrolled will not be checked in the department. **Principals should therefore ensure that credits are checked carefully** to avoid placing a student's program in jeopardy.

1. General

- a. Students should be given adequate guidance in the planning of their high school programs.
- b. In planning his program the student should keep in mind the requirements for a High School Diploma as outlined on page 32.
- c. A student's choice of subjects in high school must be governed by:
 - (i) requirements for a High School Diploma as outlined on page 32
 - (ii) additional requirements as adopted by the school board which has jurisdiction over the students, provided that these requirements do not contravene other regulations of the Department of Education.
- d. **The student's choice of program is subject to the approval of the principal. Steps should be taken to secure parents' understanding and concurrence in their children's registration —**
- e. Students who intend to enter university should be advised upon entering high school to check the specific requirements of the particular faculty of their choice in the university they plan to attend.

2. a. First Year — Grade X

During the first year in high school a student should choose courses from the Grade X list. However, principals may permit students to register in Grade XI subjects — see paragraph 1, page 29.

b. Second Year — Grade XI

During his second year in high school a student should normally choose courses listed under Grade X and Grade XI. However, principals may permit students to register in Grade XII subjects and write the examinations in these subjects — see paragraph 1, page 29.

c. Third Year — Grade XII

During his third year in high school a student may choose courses listed under Grades X, XI and XII providing normal prerequisites have been obtained.

3. Attendance

Regular attendance at school makes a pupil eligible to receive credits for a full year's work. Minimum attendance requirements are set by the principal (subject to the approval of the school board) who may withhold his recommendation for credits if a student's attendance falls below an acceptable standard. This applies also to a student taking a "repeat" course. In such cases a student has the right of appeal to the Special Cases Committee.

Exceptions to the minimum attendance requirements:

- a. Correspondence students
- b. Credit in music obtained through private study.

Students who are expelled on December 1 in the first semester, or May 1 in the second semester, or later in any of the semesters, may apply to the Special Cases Committee for permission to write the Grade XII appeal examinations. Pursuant to such a request the Department of Education will review a report from the principal giving the achievement and attendance of the student and giving the circumstances that resulted in expulsion and will decide whether the student(s) concerned may be granted permission to write the appeal examinations.

4. High School Entrance

Promotion to Grade X is determined by the principal of the Junior High School subject to the policies of the local administration and subject to provisions of this Handbook.

5. High School Graduation

The successful completion of Grades X, XI and XII, in accordance with the present diploma requirements, entitles a student to the High School Diploma which is the same for all students. This is to say, there is no special diploma for University Matriculation, Business Education or Technical Program patterns. See page 32 for particulars regarding the High School Diploma.

6. Letter Gradings

Achievements in completed courses should be reported to the Department of Education as percentage grades. The following schedule gives the range of scores on a scale of 1 to 100 corresponding to each of these gradings.

Letter Gradings	Range on Scale
A	80-100
B	65- 79
C	50- 64
D	40- 49
F	1- 39

7. Standing Required for Credit

To earn the credits attached to any course on the high school program, a student must achieve at least a "D" standing in that course.

8. Credit Load for Students

Normally, a student should be limited to 40 credits in one instructional year.

This guideline does not preclude students from earning further credits during a summer session or by correspondence outside the regular instructional year.

9. Special Cases

An individual student whose program appears to be unduly restricted because of applications of guidelines, may apply directly to the Special Cases Committee, Department of Education, Edmonton, Alberta, for consideration. He may also apply to the Special Cases Committee in instances of disputed evaluation.

D. SPECIAL PROJECT CREDITS

Special Project Credits are designed to encourage the implementation of the individualization of instruction and as such they have two major parameters:

1. to encourage and assist the pupils in becoming involved in the selection, planning and organization of their own programs in specific areas;
2. to encourage the students in pursuing activities in which they have considerable interest but which are not within the scope of the regular curriculum.

The structured basis for Special Project Credits is spelled out as follows:

Proposition A

The purpose of special projects credits is to provide opportunities for individual students or small groups of students to engage in activities in which they have a substantial interest.

Guidelines

1. The student should submit a carefully structured proposal to the Principal for approval during the school year; the date of submission should take into account the number of hours the student is able to devote to the project.
2. In planning his proposal, the student should have a teacher sponsor.
3. The proposal may be submitted by a student or group of students.
4. To ensure recording of credits on the student's result statement, the project should be completed and reported prior to the end of that school year.

Proposition B

These activities are to be carried out in addition to normal class work in a given course.

Guidelines

1. The special project should be in addition to regular course work if related to a specific school subject.
2. The special project need not be related to a specific school subject.

Proposition C

Special Project Credits should not be equated with student activities that should be a normal part of the extracurricular and/or cocurricular activities of a school nor with activities that should be classified as services normally provided by a school board.

Guidelines

1. The granting of Special Project Credits in extracurricular and/or cocurricular activities must be under the auspices of the school.

2. The granting of Special Project Credits for exceptional work in extra-curricular and/or cocurricular activities should meet the guidelines set out in the other propositions herein.

Proposition D

Students are to be granted either three or five Special Project Credits in any one school year on the recommendation of the Principal.

Guidelines

1. A project qualifying for three credits should represent approximately 75 hours of work.
2. A project qualifying for five credits should represent approximately 125 hours of work.
3. Principals intending to utilize Special Project Credits should indicate the number of credits under **Special Circumstances** on the Form A or in a covering letter.

Proposition E

The Special Project Credits granted to any student should be within the normal 40-credit load in any one school year.

Guidelines

1. For registration purposes, the projects will be designated Special Project 10 (3 or 5 credits), Special Project 20 (3 or 5 credits), or Special Projects 30 (5 credits).

Note that there is no implication of prerequisites.

2. Evaluation and reporting of Special Project Credits will be as for non-departmental examination subjects; see p. 22 item number 6.

Proposition F

The opportunity to earn Special Project Credits is to be available to all students, but should be limited by the capacities of the staff of any one school to carry out such activities within the instructional time available.

Also the opportunity to earn Special Project Credits may be made available through an authorized summer school or by correspondence during the summer.

Guidelines

1. Each project should be carried out under the supervision and guidance of a professional staff member.
2. The Special Project Credits program may be available to students through either regular schools or the Alberta Correspondence School.

E. WORK EXPERIENCE

The following is found in **An Act Respecting Public and Separate Schools, 1970:**

Section 161

- (1) A board may approve work experience programs for pupils in its schools.
- (2) Where a board wishes to send pupils on a work experience program it shall obtain approval of:
 - (a) the pupil's parents
 - (b) the Minister or person designated in writing by him, and
 - (c) the Board of Industrial Relations.
- (3) A pupil attending a work experience program shall receive credit for attendance at school for the time he spends in the program.

Pursuant to the above Section, the Secondary School Curriculum Board recommends the following:

Recommendation I

That Work Experience Education include the following definition:

Work Experience Education

- (i) **Work Study:** Employment undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher-coordinator and the employer.
- (ii) **Work Experience:** Employment undertaken by a student as an integral part of a planned school program which is under the cooperative supervision of a teacher-coordinator and the employer.

Recommendation II

No additional credits will be granted for work study since the activity is considered as an integral part of an approved school course.

Recommendation III

That credits be granted at the Senior High School level in modules of five to a maximum of ten credits for any one student for Work Experience.

Guidelines

- a. For registration purposes, Work Experience will be designated Work Experience 25 for five credits and Work Experience 35 for five credits. There is no implication of prerequisites.
- b. For students registering in Work Experience, the school must have:
 - (i) a letter signifying parental approval.
 - (ii) **annual** approval of the Work Experience program from the Department of Education and the Board of Industrial Relations. (Work Experience application forms are available from the Department of Education.)
- c. Evaluation and reporting of Work Experience credits will be as for non-departmental subjects, i.e., in percentages as multiples of five.

- d. To qualify for five credits the work experience should be of at least 125 hours duration.
- e. Work Experience credits granted to any student should be within the normal forty-credit load in any one school year.

Recommendation IV

The offering of Work Experience credits must be carried out under the supervision and guidance of a professional staff member.

Recommendation V

Work Experience credits should be made available to all students.

- a. Requests to the Minister to offer Work Experience credits under Section 161(2) (b) may be made by the school board anytime during the year the course is operational.
- b. The request should include:
 - (i) estimated number of students involved.
 - (ii) plans for organizing, supervising and evaluating the work experience.
- c. Principals in districts where such approval has been given who intend to utilize Work Experience credits should indicate this under Special Circumstances on the Form A.
- d. Summer School.
The opportunity to earn Work Experience credits may be made available through an authorized summer school.

Recommendation VI

The guidelines set out by the Board of Industrial Relations must be adhered to when work experience credits are being earned.

These include:

- a. The work hours must be between 8:00 a.m. and 6:00 p.m. on regular school days.
- b. The ratio of students to employees must not exceed the following:
 - (i) One student when the employer's work force consists of up to 5 employees.
 - (ii) Two students where the employer's work force consists of 6-10 employees.
 - (iii) Three students where the employer's work force consists of 11-15 employees.
 - (iv) Four students when the employer's work force consists of 16-20 employees.

- (v) Five students when the employer's work force consists of 21-25 employees.
 - (vi) When the employer's work force exceeds 25 employees, the number of students shall not exceed 15 % of the employer's total work force.
- c. The minimum wage rates do not apply to students on work experience programs. (See Board of Industrial Relations Order No. 2 (1972) governing minimum wages for students employed part time).

F. ADDITIONAL INFORMATION REGARDING VARIOUS SUBJECTS

Under special circumstances normal prerequisites shown on pages I-XI may be waived provided that other related courses or experiences are substituted by the principal in individual cases. However, note should be taken of minimal and maximal requirements given on page 32. Additional circumstances regarding subjects are given below.

Language Arts

Instruction in the second and third year courses may be taken by students who have at least a "C" standing in the prerequisites.

English 10 or 13 is a normal prerequisite for any of the English courses in Grade XI, except Literature 21a and 21b and Communications 21 a and 21b.

A student may earn credit in English 30 and 33 but not concurrently.

Second Languages

Students who have previously learned a second language, may be considered for registration at the 20 level in this language. In French, students may be considered for registration in French 11 or French 20.

Students who have completed one of French 21, French 31, Langue et Litterature 20 or Langue et Litterature 30, may be recommended for credits in French 30.

Social Studies

Instruction in the second and third year courses may be taken by students who have at least "C" standing in the prerequisites.

Social Studies 20 is the normal prerequisite for Social Studies 30.

Music — Private Study

Only five credits per year (or semester) may be recommended for music taken by private study, with a limit of fifteen credits for private music study in senior high school.

When music credits are obtained by private study five credits are granted for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both).

Credits for music taken by private study are recommended by the school. Senior High School students should submit their documents to the school in which they are enrolled and not the Department of Education. The school will evaluate the documents using an evaluation form supplied by the Department of Education and send a duplicate copy of the evaluation to the Department of Education.

A chart for the guidance of principals in recommending credits for music taken by private study will be found on page 31. Evaluation forms may be obtained from the Research, Development and Examinations Branch.

Home Economics

At the discretion of the principal, a Grade XI or Grade XII student who has completed at least two years of home economics in junior high school may register directly in Food Science 20.

Industrial Education

Industrial Arts credits should not exceed 10 credits per school year.

Courses offered by special arrangement must be processed as given on page 16.

Business Education

Students who register in Office Practice 30 and who do not have credit in Typewriting 20 should register in Typewriting 20 concurrently.

Students should not register in Clerical Practice 20 if they have completed Office Practice 30.

Business Machines 22 is a special course designed primarily to meet the needs of students whose program does not enable them to complete the Business Machines 30 course in one year. This course may also be offered in schools which do not have a full complement of business machines prescribed for the Business Machines 30 course. It is recommended that Business Machines 30 is the course which would be used to serve the needs of most students in high school.

Marketing 20 and 30 are new courses which will replace Merchandising 20 and 30 in September, 1975.

CHART SHOWING COURSES IN WHICH CREDITS MAY BE RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY

	WESTERN BOARD OF MUSIC					ROYAL CONSERVATORY — TORONTO			MOUNT ROYAL COLLEGE — CALGARY		
	Recorder or Singing*	Violin Viola Cello	Flute Clarinet Trumpet Sax, etc.	Piano	Organ	Piano or Violin + other strings or Accordion or Guitar	Singing*	Trumpet or Clarinet or Wind Instrument			
X	Gr. III + Theory II	Gr. VI + Theory II	Gr. III + Theory II	Gr. VI + Theory II	-	Gr. VI + Theory I	Gr. VI + Theory I	Gr. IV (no theory)	Gr. IV + Theory I	Gr. VI + Theory I	Flute, Trumpet, Clarinet, Sax, etc.
XI	Gr. V + Theory III	Gr. VII + Theory III	Gr. V + Theory III	Gr. VII + Theory III	Gr. VII + Theory III	Gr. VII + Theory II	Gr. VIII + Theory II	Gr. VI + Theory I	Gr. VI + Theory II	Gr. VII + Theory II	
XII	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory IV	Gr. VIII + Theory II	Gr. IX + Theory II	Gr. VIII + Theory II	Gr. VIII + Theory II	Gr. VIII + Theory II	

* All singing courses count as Music 10, 20 or 30 respectively for High School Credits
All others are to be used for Music 11, 21, or 31 respectively.

Provisions for the Western Board and Mount Royal College were effective January, 1973.

G. HIGH SCHOOL DIPLOMA AND ARTICULATION REQUIREMENTS

The High School Diploma is an official document issued by the Department of Education (each March and September), certifying that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of the Department.

The diploma does not necessarily grant matriculation. A student wishing to obtain entrance to a university faculty should arrange his program to include subjects required by that faculty.

High School Diploma Requirements

A High School Diploma is awarded to a student holding one hundred credits, subject to the following requirements:

1. **English** — a minimum of fifteen credits, five of which must be in English 10 or 13 and five in English 30, or 33.
2. **Social Sciences** — a minimum of ten credits, five of which must be in Social Studies 10.
3. **Physical Education 10** — a minimum of two credits.
4. **Mathematics** — a minimum of five credits with a maximum of: (a) ten credits in Grade X, and (b) fifteen credits in Grade X and XI courses.
5. **Science** — a minimum of three credits with a maximum of: (a) eleven credits in Grade X Physical Science courses, and (b) seventeen credits in Grade X and XI Physical Science courses.
6. **Grade XII Courses** — a minimum of ten credits in addition to English 30 or 33 (or 36 if completed prior to September, 1974).

Credits earned in other approved high school courses may be used to obtain the required one hundred. Students learning French as a second language may not earn more than 20 credits in High School French.

Rules Governing Awarding of Credits

1. A minimum mark of 40% or D is required to receive credits.
2. Credit values of zero appear:
 - a. when the maximum credits have been previously awarded;
 - b. in one of English 33, English 30 or English 36 if two of these are taken concurrently;
 - c. in either French 21 or French 30 unless instruction was received in both;

- d. when five credits have been awarded in an alternative course. Alternate courses include the following categories:

- (i) a "30" and a "36" (prior to 1974-75) series in the same subject
- (ii) an Old, New or Experimental designation in the same course
- (iii) two alternate courses, e.g., CHEM 30 and CHEM 30X (CHEM STUDY)
PHYSICS 30 and PHYSICS 30X (PSSC).

Acceptability of credits gained in "36" courses for meeting entrance requirements to post-secondary institutions should be determined by contacting the Registrar of the institution concerned.

General Requirements for Matriculation to the Universities

Students from the high schools of Alberta seeking admission to a university should check the calendar of that university for admission requirements.

Recognition of Alberta Vocational High School Subjects by the Institutes of Technology

A student who has successfully completed a vocational high school subject may be granted advanced credit for this subject by the Institute, provided that the subject is directly related to an Institute program in which the student proposes to enrol.

Advanced credit for the first quarter of an Institute program may be granted to a student who has completed a vocational high school program which:

- a. meets the requirements for a high school diploma;
- b. includes 35 or more credits in a high school technical subject, e.g., Electricity (all modules).
- c. includes the academic subject requirements of the Institute program concerned (see Institute calendar for details).

Because of the necessity to arrange for individualized programs, a student wishing to take advantage of these arrangements must write to the President of the Institute by April 15, giving details of his high school program and stating the Institute program in which he is interested. The Institute will communicate with the student to provide specific information.

Articulation with the Alberta Apprenticeship Program

Some Vocational High School Programs are similar in scope to the junior periods of some apprenticeship programs. In particular, similarities prevail between:

Building Construction and Carpenter Apprenticeship
Electricity and Electrician Apprenticeship
Pipe Trades and Plumber Apprenticeship
Pipe Trades and Steamfitter Apprenticeship
Automotives and Motor Mechanic Apprenticeship

Automotives and Heavy Duty Mechanic Apprenticeship
 Auto Body and Auto Body Mechanic Apprenticeship
 Sheet Metal and Sheet Metal Mechanic Apprenticeship
 Machine Shop and Machinist Apprenticeship
 Electronics and Radio Technician Apprenticeship
 Electronics and Communication Electrician Apprenticeship
 Appliance Servicing and Appliance Serviceman Apprenticeship
 Agricultural Mechanics and Agricultural Mechanic Apprenticeship
 Welding and Welder Apprenticeship
 Food Preparation and Cook Apprenticeship
 Beauty Culture and Beautician Certification

- a. A person who presents to Apprenticeship authorities of the Department of Labour one hundred High School credits, including at least 35 credits in one of the above High School programs (excepting beauty culture), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:
 - (i) For Building Construction, Electricity, Pipe Trades, Automotives, Auto Body, Sheet Metal, Machine Shop, Electronics, Appliance Serviceman and Agricultural Mechanics — one year of time credit (3 months shortening of each of four 12 month periods) and First and Second Period Technical credit upon passing the examinations for these periods.
 - (ii) For Welding and Food Preparation — one year of time credit (the first 12 months of the 36 month apprenticeship) and First Period Technical credit upon passing the examination for this period.
- b. A person who presents fewer than 100 High School credits with a minimum of 35 credits in one of the above named Vocational programs, or a person who presents 100 High School credits with fewer than 35 credits in one of the above Vocational programs, may expect to be considered for lesser apprenticeship credit on the basis of individual performance upon undertaking apprenticeship.
- c. A person who presents proof of 1,400 hours of scheduled instruction in Beauty Culture in a Vocational High School is eligible for the examination for the Certificate of Proficiency as a Beautician, provided that instruction is given by a certificated Beautician. Persons who complete fewer than 1,400 hours of scheduled instruction may fulfill the requirements in a private Beauty Culture school as a student, or in a Beauty Culture salon as a registered apprentice.

NOTE: Information about apprenticeship programs is contained in the Brochure "Is Apprenticeship For You?" — available from the Apprenticeship and Tradesmen's Qualification Branch Offices at:

6th Floor — IBM Building
 10808 - 99 Ave
 EDMONTON

401 - J. J. Bowlen Building
 620 - 7 Avenue South West
 CALGARY

Administration Building
 9 Street and 3 Avenue North
 LETHBRIDGE

305 Professional Building
 4808 - Ross Street
 RED DEER

206 Provincial Building
 GRANDE PRAIRIE

H. SPECIAL PROVISIONS FOR MATURE STUDENTS

1. A person may be granted the status of a mature student if after having reached the age of eighteen years he or she has left school and remained out of school for at least eight consecutive months immediately prior to application for mature student status.
2. Mature student status may be granted only on application to the Director of Research, Development and Examinations, Department of Education.
3. In instances where there is doubt or dispute as to whether or not mature student status should be granted, an appeal may be made to the Special Cases Committee of the Department of Education.
4. A mature student may earn senior high school credits in the normal way, that is, by obtaining satisfactory standing in senior high school courses offered in an accredited school, through an accredited extension program, or by the Alberta Correspondence School.
5. In addition, a mature student may earn senior high school credits by achieving "pass" standing in the appeal examinations conducted by the Department of Education. A mature student may apply to write these examinations without having taken a course of instruction in the particular course or courses in which he or she desires credits.
6. A mature student may enrol in any course at the senior high school level regardless of previous level of formal education obtained.
7. By achieving a standing of at least 50 per cent in a senior high school course or an appeal examination, a mature student becomes eligible not only for credits in that particular course but also for all credits attached to those courses which are normally prerequisite to the course in which the student obtains satisfactory standing.
8. A person registered with the Department of Education as a mature student will be granted prerequisite credits automatically when he or she becomes eligible. Normal procedures should, therefore, be used in registering mature students and reporting their standing in senior high school courses.
9. The usual requirements for a high school diploma will apply to mature students except that credits in physical education will not be required.

NOTE: Prerequisite credits for any senior high school course may be determined by referring to the center section entitled Senior High School Courses in this handbook.

I. ADULT HIGH SCHOOL EQUIVALENCY DIPLOMA

Adults who wish to obtain a High School Equivalency Diploma should apply directly to the Research, Development and Examinations Branch, Department of Education and include all necessary documents. Those who have taken all or any of their senior high school work in Alberta will have records in the Department of Education and need not submit these.

To gain a High School Equivalency Diploma a candidate must present one hundred high school credits gained as set forth below:

- A. A minimum of 60 credits gained through classroom instruction in a school or other institution authorized by the Department of Education to grant credits in recognized senior high school courses or through high school courses offered by the Alberta Correspondence School as follows:

1. a high school course in mathematics	5 credits
2. a high school course in science	3 credits
3. English 30, 33 or 36	5 credits
4. one other Grade XII course	5 credits
5. additional high school courses	42 credits

- B. Additional credits which, when added to those gained according to A. above total at least 100, as follows:

(1) additional high school courses

(2) a maximum of fifteen credits for maturity according to the following scale

Age 21-24 (inclusive)	5 credits
Age 25-29 (inclusive)	10 credits
Age 30 and over	15 credits

(3) a maximum of fifteen credits for approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes).

(4) a maximum of five credits for extensive travel

(5) a maximum of five for extensive reading or private study.

J. REGISTRATION OF STUDENTS AND REPORTING OF RESULTS

(Grades 9 - 12)

1. Form SR1 - 75(Form A)

Form SR1 - 75 (Junior and Senior High School Organization Form) is sent in preparation for school opening to all schools in which junior and/or senior high school grades are taught. Form SR1 - 75 shows both junior and senior high school organization for 1974-75. Detailed instructions will be supplied with these forms.

The Department of Education accepts recommendations for credits from schools when the Form SR1 - 75 is properly completed showing the subjects in which credit is sought and bears the endorsement of approval of the Coordinator of the Regional Office of Education. The acceptance for recommendation depends, therefore, on the following conditions:

- a. The Form SR1 - 75 described above has been returned to the Research, Development and Examinations Branch, bearing the endorsement indicative of approval by the Coordinator of the Regional Office of the Department of Education.
- b. The particular subject or subjects in which credits are sought have been indicated.

2. List of Students Attending High Schools (Public, Private and Adult)

At the beginning of each term a student check list to identify students registered in each grade will be forwarded to all schools by the Research, Development and Examinations Branch with specific instructions as to its completion.

3. Evaluation of Out of Province Educational Documents

A student entering an Alberta senior high school from outside Alberta should submit transcripts or other official statements of previous standing to the school which he plans to attend. The school will evaluate these documents in relation to approved*high school courses or unassigned credits and submit a duplicate copy of the evaluation to the Research Development and Examinations Branch of the Department of Education for recording purposes. Evaluation Forms will be supplied by the Department.

School authorities should not hesitate to consult the Department when in doubt about evaluations. Concerns relative to the interpretation of the credentials of Canadian students may be directed to the Secretary. Special Cases Committee. Questions regarding out-of-Canada credentials may be directed to the Registrar.

- * **NOTE:** Schools may not award credits for any Locally Developed course unless they, or their school system, have been granted authority by the Department of Education to offer that course.

Case studies reveal that evaluations in certain instances have differed from awards made by the Department. In some cases fewer credits than expected were awarded, in other cases unexpected credits were given. It should be remembered that awarding of credits must not only be fair and just for the students transferring into Alberta but also for the students who have been residents of Alberta for some time. Credits for courses comparable to locally developed courses, unassigned credits, and credit for courses in which the program included a content and time expenditure comparable to two sequential courses in the Alberta program, all provide areas for broadening the interpretation. An example of the last area could be a course in Biology at the Grade X level, the content and time of which may warrant credit in both Biology 10 and 20, for 3 credits each.

Students planning to enter any post-secondary institution in Alberta should submit their documents to the post-secondary institution of their choice. There are no appeal procedures to the Department of Education in these instances.

4. Grade XII Validation Statement

The Research Development and Examinations Branch will issue a validation statement to each Grade XII student, giving his complete high school achievement record. Students will be asked to check this record. Any change in the student's completed program must be authorized by the school principal. All forms are to be returned to the Research, Development and Examinations Branch.

REPORTING OF STUDENT ACHIEVEMENT IN HIGH SCHOOL SUBJECTS

The Research, Development and Examinations Branch will supply each school with High School Result Statement forms for the reporting of achievement in all completed courses in a student's program. For each course, including the former Department of Education examination subjects, the school will identify the course code, course name, credits earned, semester and grading. One copy of this statement will be sent to the Research, Development and Examinations Branch, one will be given to the student, and one will be retained at the school. Additional instructions will be forwarded with the statements.

GRADE XII EXAMINATIONS

March and August Department of Education Examinations

Examinations will be held at a number of selected centres throughout the Province during March and August in English 30, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30 and French 30. Application forms are required from all prospective candidates who intend to write one or more of the above examinations. Supplies of these forms will be forwarded to all Alberta High Schools at appropriate times.

Eligibility to Write

1. Students who are dissatisfied with the school mark at the end of the first semester may write in March or August whereas students who are dissatisfied with their second semester or summer mark may write in August.
2. Students studying privately are eligible to write in March and/or August.

3. Students who because of illness were unable to write the school examination are eligible upon the recommendation of their school principal.
4. Students applying for scholarships where donors require Department of Education examination marks are eligible.

High School Diploma

The Research, Development and Examinations Branch will issue High School Diplomas in September and March to students meeting the diploma requirements.

THE SPECIAL CASES COMMITTEE

1. Frame of Reference of the Committee

The Committee deals with all matters which require the interpretation and application of policy relative to student programming as suggested in paragraph 3 below.

2. Membership of the Committee

The Committee is made up as follows:

- a. the Director of the Research, Development and Examinations Branch
- b. three other members of the Department of Education

3. Functions of the Committee

Specific examples of matters dealt with by the Committee include the following:

- a. determining the number of high school credits to be awarded out-of-province students who have appealed the evaluation given by the school in Alberta
- b. ruling on whether or not students who have been expelled from school should be permitted to write departmental appeal examinations
- c. ruling on the cases of individual students whose programs appear to be unduly restricted because of departmental regulations
- d. ruling on all matters where no policy or precedent exists
- e. determining "mature student" status in individual cases
- f. granting of retroactive credits where applicable
- g. reviewing the high school record of students seeking High School Diploma standing.

4. Directions for Contacting the Committee

Any teacher, principal, student or individual in the Province who feels he has a case requiring special consideration should apply, in writing, to the Secretary, Special Cases Committee, Department of Education, Edmonton, Alberta.

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